



Course Syllabus: Practice II
College of Health Sciences and Human Services
SOWK 3833 TR 4:30-5:50 Martin Hall 106
Spring 2019 January 12-May 11, 2019

Contact Information

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Course Description

Students learn generalist practice skills, theory, and knowledge about group processes. Experiential learning provides opportunity to learn group leadership skills and to experience group dynamics. Research, theory, practice skills, and experiential learning provide an integrative learning experience.

This course is designed to develop skills and techniques necessary for generalist practice with individuals in the group setting and with groups. The course provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society.

A study of the knowledge, skills, values, and ethics required for generalist social work practice with groups, organizations, and communities. Using social systems, strengths, and empowerment perspectives, groups, organizations, and communities are viewed within the larger social context with emphasis on cultural competency and strategies for addressing the needs of various group, organizational, and community structures.

This course will be taught through small group discussions, audiovisual presentations and lectures. Students are expected to attend classes and to actively participate in discussions. The expectation is that students will have read the assigned reading to facilitate class dialogue and interactions.

Course Objectives

Upon completion of the course, the students should be able to:

Demonstrate knowledge of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.

Recognize group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.

Examine theories of group counseling, including commonalities, distinguishing characteristics and pertinent research and literature.

Demonstrate knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods of evaluation of effectiveness.

Evaluate one's own professional use of self in working with groups, organizations, and communities.

Utilize critical thinking skills, and conceptual frameworks to engage, assess, intervene and evaluate groups.

Textbook & Instructional Materials

Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice (10th ed.)* Australia: Cengage Learning.

Writing Assistance

Begin drafting papers as early as possible and take advantage of the [MSU Writing Center](#), located off the second floor atrium of Prothro-Yeager. The MSU Writing Center is committed to serving the university's academic mission. It provides trained writing tutors and facilitates writing workshops. Students are invited to bring any kind of writing to the Writing Center. They do not provide an editing service; instead, they offer feedback and support to help writers develop into more effective communicators.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook](#)

Grading

Table 1: The student's achievement will be evaluated on the basis of written assignments, class exams, class participation, and class presentation.

Assignments	Weight
Quizzes (10 quizzes averaged for total)	20%
Class Participation	10%
Assignment 1	20%
Assignment 2	20%
Interdisciplinary Communication Event	10%
Final Exam	20%

Table 2: Weighted average will be used to calculate final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

A course grade less than C is considered failing and the course will have to be repeated.

Homework

Questions may be assigned for selected chapters to be answered and handed in at the next class.

Quizzes

Quizzes will be completed outside of class through D2L. Ten Quizzes will be required and will have 10 questions each. Eleven quizzes will be available and students completing all 11 will have their lowest quiz grade dropped. Quizzes will be due by 11:30 pm on Fridays. No requests for late access will be considered unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the entire week that the quiz was available.

Exams

There will be a final exam. The final exam will consist of multiple-choice questions and true or false statements, or short answer. Since class instruction will be based on the text as well as materials from other sources, what is presented in class will be included in the quizzes and final exam.

Projects Required

APA style formatting is required for all written work in this course. Be sure to use appropriate APA style citations for any information you take from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments.

ASSIGNMENT #1: Reflection Paper: The Group Process- "Twelve Angry Men"

Students will be assigned to watch the movie titled, "Twelve Angry Men," (1957 cast). The DVD will be kept in reserve at the library. After you view the movie, you will be required to write a paper incorporating your thoughts concerning the movie incorporating the questions below. The questions will act as a spring board for the discussion of the movie and its application to the group process.

The length of the paper should be between 4 to 6 pages. Due to the nature of the paper, references are not needed. A cover page is recommended with the title of the movie and your name. Your answers should be typed and double-spaced.

The questions:

Identify the group purpose, tasks, goals and norms.

Identify the group members' roles that emerge (i.e., leader, clown, peacemaker etc.)

Note the power structure- who influences whom? The communication structure- who talks to whom? The subgroups (cliques) that form?

Identify the stages of group development.

Note the group process (e.g., changes in conditions that take place such as the nature of the interactions, individual goal changes, values, etc.).

You will have the opportunity to earn 10 bonus points on this paper by utilizing the MSU Writing Center while preparing this assignment to be turned in. Please submit the form attached to the syllabus with your Reflection Paper as proof of your utilization of the MSU Writing Center. While reading your Reflection Paper it should be evident to me that you utilized the writing center before submitting your paper. In addition, your visit, as documented on the form, must match the Writing Center Student Utilization Report in order to receive 10 bonus points.

Assignment # 2: Group Proposal

You will develop a proposal for a group (task group, educational group, psychodynamic, etc.) and will need to be ready to present the details of the group to the class.

Students will need to write up a proposal that describes the groups' purpose, what the group's goals and objectives are, and who the targeted membership will consist of.

Who will the designated leader be?
Will the group be open or closed as far as membership is concerned?
What is the length that the group will be expected to meet for?
If there is a curriculum, what will it consist of?
How does the targeted person complete the group?
What does the termination phase consist of?

Students will be expected to write up all of the necessary descriptors of the questions as stated above and turn the paper in. You will be expected to give a class presentation of the proposed group and be able to facilitate a discussion of the different components.

Interdisciplinary Communication Event (ICE)

ICE is the Interdisciplinary Communication Event for the Gunn College of Health Sciences and Human Services. The purpose of ICE is to allow students the opportunity to work collaboratively with other disciplines in a format that is similar to what will be encountered within a hospital environment. This will account for 10% of your final grade for this course. You will be required to participate in the event on Friday, March 1st from 7:45am – 12:00pm. If for any reason you are not able to attend the event, you will be required to write a 20 page paper covering the importance of interdisciplinary education within the health sciences and will be graded as the 10% of the final grade in place of the ICE.

Late Work

Late assignments shall have a negative effect on your grade. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

Make Up Work/Tests

All assignments must be submitted on time. Late work will be penalized ½ letter grade per 24 hour time period. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment.

Students who, for whatever reason, need additional time to complete assignments must meet with the instructor at least one class session prior to the assignment due date to make arrangements to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Students will not be allowed to take make up exams after the original exam has been given. If you cannot take the exam on the required day and time, you must make arrangements in advance to take it PRIOR to the scheduled administration of the exam.

Important Dates

Last day for term schedule changes: January 14-16

Deadline for May graduates not enrolled for fall semester to file for graduation: February 18

Last Day to drop with a grade of "W:" March 25

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Social Work Program Attendance Policy

Students are expected to attend all meetings of this class. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that **for each "uninformed class absence" 5 points will be taken off from the student's final course (average) grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone use), and leaving early from class will also have an adverse impact on attendance and participation grade.**

Students are allowed three excused absences as defined by MSU absence policy. For an absence to be excused the **student must inform the instructor of the reason for the absence** and provide documentation supporting the need for the class absence. A **student who has missed five classes** (including the three excused absences) will **receive a full lower letter grade. After six absences the student will be dropped from the class.**

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

- 1. Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
- 2. Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
- 3. Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Course Changes:

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

(The instructor reserves the right to adjust the syllabus schedule as needed.)

Week & Dates	Chapters	Assignments
Week 1 January 12 – January 18	Course Introduction Discussion of course assignments - Ch. 1: Introduction to Group Work	- Quiz 1
Week 2 January 19 – January 25	- Ch. 2: The Group Counselor	- Quiz 2
Week 3 January 26 – February 1	- Ch. 3: Ethical and Legal Issues in Group Counseling	- Quiz 3
Week 4 February 2 – February 8	- Ch. 4: Theories and Techniques of Group Counseling	Assignment #1: Reflection Paper due by end of class on Feb. 14
Week 5 February 9 – February 15	- Ch. 4: Theories and Techniques of Group Counseling	- Quiz 4
Week 6 February 16 – February 22	- Ch. 5: Forming a Group February 21 Guest Speaker: Alfonso Holmes	- Quiz 5
Week 7 February 23 – March 1	- Ch. 6: Initial Stage of a Group	- Quiz 6 -ICE Event March 1 7:45am – 12:00pm
Week 8 March 2 – March 8	- Ch. 7: Transition Stage of a Group	- Quiz 7

Week & Dates	Chapters	Assignments
Week 9 March 9 – March 15	- Ch. 8: Working Stage of a Group	
Week 10 March 16 – March 22	Spring Break	
Week 11 March 23 – March 29	- Ch. 8: Working Stage of a Group	- Quiz 8
Week 12 March 30 – April 5	- Ch. 9: Final Stage of a Group	- Quiz 9 - Assignment #2: Group Proposal due by end of class on Apr. 4
Week 13 April 6- April 12	- Ch. 10: Groups in School Settings	- Quiz 10
Week 14 April 13- April 19	- Ch. 11: Groups in Community Settings Holiday Break-no class Thursday	- Quiz 11
Week 15 April 22- April 26	April 23 Guest Speaker: Cheryl Smiley, LPC - Class Presentations	
Week 16 April 27 1- May 3	-Class Presentations	-Final Exam May 2 4:30-5:50**
Week 17 Tuesday, May 7	Finals Week ** If Student Presentations run long the Final Exam will be moved to May 7 th 5:45-7:45	

Writing Center Visit Documentation

Please submit this form with your Reflection Paper as proof of your utilization of the MSU Writing Center. Your visit, documented on this form, must match the Writing Center Student Utilization Report in order to receive 10 bonus points.

1. Take at least one copy of the draft of your paper to your session
2. Take the assignment (In this syllabus)
3. Take some time to determine the most pressing issue you wish to discuss with the tutor
4. Plan on a focused, 30-minute session
5. When your session is over, you may take advantage of the Bea Wood computer lab downstairs to work on the revisions suggested by the tutor.

Please understand that tutors cannot edit your paper; instead, the MSU lab provides a space for you to get some productive feedback from experienced readers, who will offer specific suggestions for strengthening a specific essay and improving the overall quality of your writing.

Date and Time of Consultation

Signature of Writing Center Tutor

Student Name (Printed)

Student Signature

STUDENT COURSE AGREEMENT

Practice II

Please review the course syllabus. Once you have read and understand the syllabus and all faculty expectations, please sign and return this agreement. Please pay special attention to attendance and late/make-up work policies as well as the Instructor Class Policies and Professional Expectations of Student Behavior sections. If you have any questions, please do not hesitate to contact me at catherine.earley@mwsu.edu.

This agreement of understanding should be completed only after thoroughly reading the course syllabus. Sign, date & return this document to Professor Earley prior to the second class session.

Semester

Printed Student Name

I have read and understand the syllabus and faculty expectations for this course. I agree to come to class prepared and to participate fully in this course.

Date

Signature